R E P O R T R E S U M E S

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A PROGRAM OF DEVELOPMENTAL STUDIES, INSTRUCTIONAL METHODS AND CURRICULA UTILIZING COMMUNITY RESOURCES FOR THE EDUCATION OF THE LOW-ACHIEVING AND CULTURALLY DISADVANTAGED STUDENT.

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THIS REPORT BY A COMMITTEE OF THE FACULTIES OF THE LOS ANGELES JUNIOR COLLEGES OFFERS SPECIFIC SUGGESTIONS FOR EDUCATING THE DISADVANTAGED STUDENT. INSTRUCTORS MUST APPRECIATE THE DIFFICULTIES OF REACHING THE NON-ACHIEVER, WITH HIS FRUSTRATION, APATHY, AND REBELLION AGAINST EDUCATION, AND THEY MUST UNDERSTAND THE NECESSITY OF ENCOURAGING HIM TO INCREASE HIS KNOWLEDGE OF BOTH HIMSELF AND HIS SOCIETY. INSERVICE TRAINING GIVES THE TEACHER AN OPPORTUNITY TO LEARN FROM EXPERIENCED INSTRUCTORS, TO DEVELOP AND TEST MATERIALS, AND TO TRY NEW TEACHING METHODS. THE OBJECTIVES OF A PROGRAM OF DEVELOPMENTAL STUDIES ARE TO HELP THE STUDENT DEVELOP (1) HIS KNOWLEDGE OF HIMSELF AND THEREFORE OF HIS EDUCATIONAL GOALS, (2) HIS ABILITY TO READ, WRITE AND SPEAK EFFECTIVELY, AND (3) HIS EFFECTIVE PLACE IN SOCIETY AT LARGE. CURRICULA, INSTRUCTIONAL METHODS (INCLUDING THE USE OF TUTORS AND TEACHER ASSISTANTS), AND MATERIALS HAVE BEEN PREPARED IN THE FIELDS OF COMMUNICATION, PSYCHOLOGY, AND INTERDISCIPLINARY STUDIES. COPIES OF THE OUTLINES AND DEMONSTRATION UNITS, AS WELL AS OF OTHER BACKGROUND PAPERS, ARE AVAILABLE FROM LOUIS F. HILLEARY, DEAN OF INSTRUCTION, LOS ANGELES CITY COLLEGE, 855 VERMONT AVE., LOS ANGELES, CALIF. (HH)

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A PROGRAM OF DEVELOPMENTAL STUDIES

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Instructional methods and curricula utilizing community resources for the education of the low-achieving and culturally disadvantaged student

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 28 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Prepared by Faculty Members of the Los Angeles Junior Colleges in the In-Service Training sessions HELD AT LOS ANGELES CITY COLLEGE IN 1966-67

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FOREWORD

THE DEVELOPMENT OF HUMAN RESOURCES IN THE COMMUNITY

In 1966 the Los Angeles Junior College District received a grant of funds through the Coordinating Council for Higher Education to develop instructional materials and methods, and to train faculty members to deal effectively in educational programs for the disadvantaged. A one-week summer Workshop and five In-Service Training sessions scheduled during the 1966-67 college year were funded by the grant. The Workshop activities are described in The Developmental Workshop published by Los Angeles City College.

A PROGRAM OF DEVELOPMENTAL STUDIES

A Program of Developmental Studies is designed to provide a reference to curriculum materials and methods developed by the participants in the five In-Service Training sessions held on Saturdays at Los Angeles City College. Part I of this report contains a historical description of the program. Part II contains reports on the In-Service Training sessions, recommended courses, curricula, and methods including use of teacher assistants and multi-media.

A summary and statement of future plans are contained in Part III.

PART I

IN RETROSPECT

Madelon Haigh, Associate Professor of English
Los Angeles City College

In Fall 1955, when Los Angeles City College separated from Los Angeles State College, Dr. John Lombardi, at the time Director of Los Angeles City College, made a prophetic statement in his message to the faculty: He said,

> ".... My concern is in understanding the change taking place because with understanding we may be able to provide an educational program for those not gifted academically, which will satisfy their aspirations and, at the same time, give them skills which will be useful in business and industry. Then, no matter at what stage in their stay with us they withdraw, little or no loss will be suffered by the student or the community. This, I admit, is an ideal program, but it is no more ideal than a program which so many of our students avoid. What President Barnard of Columbia said in 1866 is still true today: 'It is idle to prove to a people that they ought to prefer a species of culture, which, upon evidence satisfactory to them, they have deliberately made up their minds not to prefer.'" [1]

At that time, in 1955, Dr. Lombardi was concerned that academically oriented faculty recognize the necessity and value of providing the two-year curricula in various technical areas as well as encouraging students in the academic disciplines. Always uppermost in his thinking, it seems to us, has been the idea that each student entering junior college should have the opportunity to develop what interests, talents,

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1 Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1955) pp. 9, 10.

or abilities he might possess. Those of us, interested in the junior college growth and development, know what changes have taken place since 1955. However, while Dr. Lombardi has taken every change in stride, he has never changed his philosophy that each student shall have real opportunity to return to the community a more fully developed person.

THE DEVELOPMENTAL PROGRAM

Five years later, in Fall 1960, Dr. Lombardi, then President of Los Angeles City College, addressed his faculty. He said:

> "....Concerning our responsibility toward offering two-year vocational and transfer curriculums, there has been little, if any, questioning....No such unanimity has existed concerning our responsibility toward students who are incapable of succeeding in our most elementary classes. The state law is specific and leaves no doubt about our obligation to accept all high school graduates. How this obligation is fulfilled has been the subject of much discussion among our faculty, in our department chairmen meetings, and by the Committee on Academic and Scholarship Standards." [2]

And, in his messages to the faculty throughout the years, Dr.Lombardi stressed the need for the junior colleges to accept the challenge given them under the Master Plan for education. Despite the changes that have taken place in the junior college enrollment and the ever-mounting problems attendant upon increasing numbers of under-prepared students, one constant remained to inspire members of his faculty and others in the field of education -- Dr. Lombardi's conviction that <u>each</u> person entering a two-year college, regardless of his background, abilities, and interests, shall leave college <u>better</u> for the experience. He envisioned a college in which the many-track system <u>could</u> be a reality. He wanted

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[2] Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1960) pp 2,3.

to keep standards high for the transfer student; he encouraged the two-year student who, with some technical training, could take his place in society; but he respected the human dignity of the students who are unable to compete in classes which have been specifically designed to reach students of a social milieu to which these young people have not been exposed.

And there are those who listened to him and <u>heard</u> the message. These few knew there must be administrators and faculty in other junior colleges who agreed. One purpose of the DEVELOPMENTAL STUDIES PROGRAM, held at Los Angeles City College, Sept. 12-16, 1966, was to bring these people together to see if something could be done to make the "ideal program" a reality. As Mrs. Hope Powell said: "The initial step in the solution of a problem is to recognize that one exists and define it." [3] So the DEVELOPMENTAL STUDIES PROGRAM was organized and assistance in funding was obtained through a grant under 'Title I of the Higher Education Act."

Now, as Assistant-Superintendent, Colleges, of the Los Angeles City Board of Education, Dr. John Lombardi addressed the members of the Workshop. He said:

> "....We, as educators, are participating in a movement which historians will characterize as one of the most significant in man's struggle for freedom. In this movement we have the opportunity to help resolve some of the most critical problems confronting our community. While some aspects are more dramatic than others, we must think of this movement in all of its aspects.
>
> It is more than a minority problem; more than a disadvantaged student problem. The aspect of this movement which transcends and subsumes all others is the assumption by society of the obligation to educate all of its youth, not only the well-to-do, the elite, the high aptitude. What an opportunity we have to make the dream of universal higher education a reality in this generation." [4]

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3 Powell, Hope M. "Implementing a Curriculum for Provisional Students" Mimeographed Report, Los Angeles City College, 1966) p 2.

4 "The Developmental Studies Workshop" (Off-set type Report, Los Angeles City College, 1967) "Opening Night" p. 9.

Forty-four faculty, eight administrators, and three counselors from eight junior colleges participated in the program.[5] It was planned from the beginning that the program would have two parts: The Fall Conference was under the immediate supervision of Mrs. Hope M. Powell, Dean, Student Personnel Services, Los Angeles City College; and the In-Service Training Program was to be under the immediate supervision of Mr. Louis F. Hilleary, Dean, Instruction, Los Angeles City College. To give the program continuity Mr. Hilleary asked Mrs. Madelon Haigh, the Workshop Leader, to coordinate the Workshop with the In-Service Training Program.

Many of the participants had already considered possible alternatives under the Open Door Policy. One alternative was to have the two-year colleges accept all applicants and permit the non-achievers to learn as soon as possible that they were not able to compete. This alternative might have the following results -- some attractive and some less attractive. A reduced teaching load within six weeks might hold some charm. The idea that instructor time could then be spent in developing <u>able</u> students is also attractive. <u>But</u> when the frustration of the non-achiever, compounded by apathy and rebellion against education is considered, a totally different picture emerges. How can successive generations improve under these circumstances?

The other alternative was to have the two-year colleges accept all applicants and plan specific courses which would enable the non-achiever to experience some success. Experimentation at Los Angeles City College

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[5] Ibid. "Choosing the Cast" p. 1, 2.

showed that the non-achiever had a better chance to survive in a special program.[6] Experiments in other parts of the country tend to support the same conclusions as those derived from the LACC Experiment.

What might be the results of this second alternative? The teaching load would not be as drastically reduced since the non-achiever tends to remain in school. But, even more important, not only would the non-achiever feel less frustration, apathy toward or rebellion against education, but also the achiever might benefit by the separation. Somehow this seemed a more realistic approach to the "ideal program" Dr. Lombardi had stressed for so many years. Certainly in the light of present day values in education, it would more nearly approach the intent of the Open Door Policy.

Moreover, there are those who believe that if we do not give encouragement to the multitude of under-prepared members of our society, we will be creating a greater problem than we face in educating them. Students who place low on the SCAT are not necessarily devoid of native intelligence. As one student said: 'You know, ma'am, we can spot 'phonies.' They try to play it cool, but they really don't want us."

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6 Young, Edwin A.; Gold, Ben K. "An Experimental Project for 'Low Ability' Students (First Progress Report)" Counseling Center, Research Project 64-15, 1964.

Unfortunately our middle-class population interprets the "stare of misery" as the "look of stupidity." Years of disdain and rebuff have taught the non-achievers to cover their emotions, but the emotions are there and it will take very little to move the "one-third of the nation who are disadvantaged" [7] to open revolt against society. It would seem to be self-evident that most young people who attempt to enter college are not satisfied to be in the ghetto or on the relief roles. How long can we tolerate conditions which make it impossible for them to succeed? At the Workshop, Dr. Newton Metfessel, in commenting upon the situation in many classrooms said: "When we can tell the minute we walk into the schoolroom who is going to fail, WE'RE IN TROUBLE!" [8]

Now, the Workshop Planners felt that there are <u>good</u> teachers who for one reason or another are willing to work with this segment of the population. Many people have not lost touch with humanity. So, we found them and brought them together to discuss mutual problems and to exchange ideas and to plan for the future such courses as would enable the under-achiever to progress in his knowledge of himself and of his society.

Moreover, we discovered that such instructors had certain characteristics. To be successful in this area, the instructor must be a secure, mature adult. He must <u>be</u> able to withstand the pressures exerted by members of the faculty who have not yet accepted the responsibility of teaching <u>all</u> youth. He must be able to maintain his dignity in the face of thinly veiled hints that he is a "do-gooder" or a "dumbbell" teacher.

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7. Loreton, Joseph O.; Umans, Shelley, TEACHING THE DISADVANTAGED, Teachers' College Press, Teachers' College, Columbia University, 1966. Passim.
8. Metfessel, Newton, Ph.D.; Address: "Student Characteristics of Under-Achieving and Low-Ability Students with Implications for Teaching Methods and Curriculum Planning" Sept. 1966

However, such instructors must have the whole-hearted cooperation of the administration if they are to do a hard job well. The idea that such instructors are incompetent must be expunged. They must be allowed sufficient time to develop creative methods and materials if this program is to become a success. Some of them feel the need, also, for some retraining before undertaking the responsibility of under-achieving students.

INSERVICE TRAINING

Thus the purpose of the In-Service Training Program was to give the instructors an opportunity to explore the field, to exchange ideas, to learn from the experienced instructors, to develop and test materials, and to try innovative methods of instruction. Additionally it was planned that tested lesson plans and guides to materials would be produced in a handbook for any instructor interested in entering the program at a later date.

Those members of the Workshop who had the time and the interest joined the In-Service Training Program. Five meetings were scheduled for the semester to be held on Saturday mornings at Los Angeles City College, which had offered its facilities to the group. The results of that program are included in this report.

While instructors may want to modify or change some of the suggestions here appended, the members of the In-Service Training Program hope that it may serve as a guide for others who join in the movement which Dr. John Lombardi has characterized as "one of the most significant in man's struggle for freedom."

PART II

A PROGRAM OF DEVELOPMENTAL STUDIES

OBJECTIVES

The participants in the In-Service Training sessions established the following three objectives for a Program of Developmental Studies for educationally disadvantaged youth:

1. To develop the student's ability to read, write, and speak effectively.
2. To develop the student's ability to understand himself, and to establish realistic educational and occupational goals.
3. To develop the student's ability to function effectively as a citizen and to understand the social, cultural, economic, and human relationships confronting an individual in contemporary society.

IN-SERVICE SESSIONS

In-Service Training sessions were divided into committee meetings and general sessions. The general sessions included a round-table discussion by students currently enrolled in Developmental classes, presentations of research papers, and demonstrations of instructional methods and materials.

Committees were formed to consider each of these objectives in terms of curriculum, instructional methods, and materials in the following subject fields:

Communications

Psychology

Interdisciplinary Studies

TEACHER ASSISTANT PROGRAM

Experimentation was conducted at Los Angeles City College in the utilization of tutors and teacher assistants in the program of Developmental Studies in English, under the direction of Madelon Haigh, Associate Professor of English. The use of tutors and teacher assistants provides the much needed individual attention to the student. The use of able college students appeared to have the advantage of giving the low achieving students motivation through a peer group relationship.[1]

THE USE OF MULTI-MEDIA

A multi-media presentation of a unit in American history was developed by Melvin Lesser, Assistant Professor of History, Los Angeles City College. This unit includes slides, tape, and programmed text materials which can be used in a class room situation, or for individual study.[2]

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[1] Madelon Haigh, A Tutorial System, Los Angeles City College, 1967

[2] Melvin Lesser, A Multi-Media Presentation in History, Los Angeles City College, 1967

Copies of these papers may be obtained from Louis F. Hilleary, Dean of Instruction, Los Angeles City College.

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THE NEED FOR INSTRUCTION IN COMMUNICATIONS

The communications area in the developmental program is vital for the disadvantaged student, because it is the most direct approach to an individual who has been groping in the remote, tenuous periphery of general education. His lack of participation has tended to push him into ambivalent emotional streams; on the one hand, he may be diffident, selfconscious or ill-at-ease; on the other, he may be bitter, cynical or defiant. Lacking adequate tools in reading, speaking, writing or intelligent listening, he lives in his own nebulous world, conjured up of a confused, narrowed and rudimentary imagery. Such a limited awareness must be approached, tapped and modified. Interests, no matter how dormant, must be aroused. The student's ego must be stirred and awakened through communications in all areas of English.

EDUCATIONAL OBJECTIVES

The goal of instruction in communications is to bring this student to his highest possible level of development in four salient phases: reading, speaking, writing, listening. All these, though independently valuable in themselves, should be related and should be made, for total rapport, dependent one upon the other.

For the student to benefit, effectively, from his participation, each phase should have well-defined objectives, even if they are simple or limited. Toward this end, the instructor must develop a tolerance for the human kind. This tolerance should be generously sprinkled, however, with practical, realistic views about what can be accomplished in any given situation.

PRINCIPLES OF INSTRUCTION IN COMMUNICATION

The first principle, important as a learning process in itself, is that the inductive approach is superior to the deductive. That is, reasoning from a part to the whole from particulars to generals, from the individual to the universal is most practicable. A student's thinking process, especially in a developmental program, will be more sharply stimulated as general principles are established by examination of particular cases. For a student in this program a conclusion or generalization would be more desirable if it were natural and spontaneous rather than rigid and inevitable. For instance, in the study of a short story a certain character would eventually be judged to be moral (or immoral) after an examination of his traits - rather than by pre-establishing his innocence (or guilt) from the evidence and working obviously and fortuitously toward that conclusion.

A second desirable approach is that the material be taught in small units. If too much is presented at one time, disinterest, fatigue or even malaise may set in. Contrasts, shifts of viewpoints, analogies, linking, continuity, variety - these are always more effective in small-packaged assignments. For example, rather than assume the end of a short story simply had to happen because of the antecedent circumstances (for example, the impoverishment of a married couple because of the borrowing of a necklace lost by the wife), it is better (and briefer) to show how the ending was the natural culmination of preceding events.

Third, assignments should be practical and meaningful. The student should not be overburdened with "extra" work. Each assignment should have some objective, some theme, some kernel of meaning that may be absorbed, weighed, and applied to his learning experiences. If the material is too amorphous, too impregnated with points to consider, the student will be so immersed in all facets of the material, that he will lose sight of its essential purpose or theme. Each assignment should be self-sufficient and unified and should not be weighted with extraneous features. This unity should crystallize the formulated aim and preclude the desired result. For instance, if a student were told in a speech class to discuss something about a zoo, his description of one particular animal would have more concentrated interest than his delineation of the entire menagerie.

Fourth, the instructor should take nothing for granted; he should be perceptive to each situation and should not hesitate to present even the most elementary aid or information. He should realize that the most engrossing idea in the world is of no value unless and until it is being learned. Nothing pertinent should be omitted in a given teaching unit. For example, if there is a discussion of a certain political leader, the instructor should not neglect one important aspect of his career that might conceivably sum up his character and his role in history. If the instructor does, something significant desired from the total learning experience would be lost.

Fifth, class activities and individual projects should complement each other. In other words, there should be allowance for the more capable

learner to strike out independently. Any class activity should not be so overwhelming that the individual student cannot use his own initiative to develop ideas. No class activity should inhibit this initiative in the name of "social", "group" or "core". For instance, in a class discussion on colors used in a poem, why shouldn't a student who so desired observe other sensual imagery (sound, touch, taste, smell) if it were present?

Sixth, evaluations and rewards must be given immediately. Recognition, encouragement and praise are definite psychological factors aiding learning continuity. If a student has contributed a thoughtful observation benefiting the class, he should immediately be recognized. For example, if a student, in a discussion on newspapers, should comment that a certain news story lacked authenticity (giving adequate facts or even conjecture as substantiation) his perspicacity should be rewarded promptly.

Seventh, the student should be concurrently enrolled in a reading laboratory. (This is so important that we urge the establishment of labs in all developmental programs.) Reading, one of the four basic tools mentioned among the original objectives, is invaluable as a means to acquire knowledge, to form standards of discernment, discrimination and judgment that any slackening in its employment would be catastrophic to the disadvantaged student.

Eighth, most students should be enrolled in listening labs. Motivated listening comprises many useful adjuncts (words in special context, words that stimulate visual imagery, words that suggest ideas, words with distinctive pronunciation or spelling, words that create familiar associations) that can contribute to the student*s verbal growth.

Listening to simple, clear facile continuity is, in itself, an aid to comprehension. This type of learning may have a more subtle impact; it may not be as easy to measure in concrete results as reading, writing or speaking, but it certainly contributes to language enrichment. For example, the student could listen to a series of applied political terms in general usage ("reactionary", "conservative", "moderate", "liberal", "radical) whose nuances he may learn more significantly in subsequent reading, writing or speaking.

Ninth, courses in the participant's program should include vocational as well as academic terminology. That is to say the student should be exposed not only to words connected with abstract and connotative literary, philosophical or aesthetic expressions but also to vocational terms (trade words, mechanical items, even jargon). In this way, he will encounter words in everyday use or words in his own chosen field.

Tenth, while the developmental program is not specifically designed to prepare students for college transfer it is open-ended. Those who demonstrate their capability through performance can transfer. However, the most that some students will achieve is a small improvement in their oral communication.

Eleventh, the instructor should notice and appraise his students' motivations and use them to the greatest advantage in each situation. The student's own initiative is, of course, of cardinal importance in this type of program. It he can exploit this motivation early, he will acquire more confidence. If he seems interested in vocational work - or in academic work, he should be encouraged in either direction. The instructor's ingenuity in recognizing student motivations is a form of originality; it is perhaps even more consequential than his background knowledge or teaching methods.

PROBLEMS TO BE SOLVED

Some of the still-to-be solved problems may be included under what may be termed "miscellaneous information." These come under the following: suitable text materials; grading standards; classes available to the student beyond the developmental studies; vocational preparations; laboratory and study centers; tutorial programs; non-motivated participants; counseling function of the instructor; class size; teacher load; and the total curriculum of the student. Text materials may be hard to select because of the class's heterogeneity, and though it may be essentially of the "developmental" type, there may still be some personal variation. Grading standards may have to be adjusted to prevent initial discouragement. During the semester, there may be need for classes beyond the developmental stage; the shift should be made rather permissively, without the habitual regulatory procedures. Vocational preparations may be checked and interest noted as the semester passes. Laboratory and study centers (supervised individual help) may be created, especially as media for self-help and self-realization. Tutorial programs may be added when a need appears to arise for more personal study procedures. Non-motivated individuals should be recognized as soon as possible, and attempts should be made to determine whether to change their direction. The class load, if large, may be adjusted to suit needs, especially if there is a vitiating effect upon the teaching. The teacher load may also have to be adjusted, since more energy and creative resourcefulness may be required.

COURSES

The following courses for developmental studies in communications were considered by the committee:[1]

COMMUNICATIONS 20 Fundamental Language Skills - 3 units

Instruction is provided in this course in the understanding of ideas gained through reading and listening, and expressed through speaking and writing. Emphasis is placed on the development of language usage, spelling, vocabulary, and other basic communication skills as applied in reading, writing, speaking, and listening.

ENGLISH 30 Communications 1 - Understanding Literature - 3 units

Introduces the various types of literature. Teaches the student to read for enjoyment, appreciation, and the development of critical judgment. Emphasizes writing skills.

ENGLISH 47 Reading Clinic - 3 units

Provides clinical diagnosis and training commensurate with the abilities of the individual student, in order to improve the sight vocabulary, word attack skills, and facility with phonics.

SPEECH 30 Basic Speech Skills - 3 units

This course in Basic Speech Skills is designed to bring to probationary students basic skills in the art of communication. This course will not only emphasize the spoken work, but also include supplemental work in written composition used for speech outlines and other assignments. There are exercises on listening and assignments in reading orally.

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1 These courses are offered by one or more of the colleges in the Los Angeles City Junior College District. Copies of outlines and demonstration units of study may be obtained from Louis F. Hilleary, Dean of Instruction, Los Angeles City College.

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FUNDAMENTAL CONSIDERATIONS

It has been the general feeling of this committee that, similar to that of the Communications Committee, the submission of broad concepts should be fundamental objectives for the consideration of the workshop. Since some of the schools in the district do not include a course in psychology for the developmental students, and some have no intention (possibly justified) of doing so, it was felt that recommendation for a model course of study would not be practical. Therefore, this report incorporates suggestions which might be reasonably applied in any one or a combination of the following ways: (1) the development of a course in psychology; (2) the evolvement of an orientation course; (3) the formation of a program to be directed by a coordinator-counselor; or (4) the application of psychological principles and guidance in any teacher-student-subject spread.

GUIDELINES

There are, of course, certain key questions which may serve as useful psychological guidelines. First, what do tests mean to the student, and what do they mean as indicators? Second, what applications should be made of psychological approaches and materials and should they be used to construct student orientation programs, as course objectives or as keystones for better teacher-student relationships? These questions must be posed, initially, in order to lay firmer groundwork for subsequent examination of criteria.

THE STUDENT

The student may then be probed because he will have begun to form a more realistic observation and appraisal of himself and his environment. In the first place, he should be aware of his role as a student.

Further, he should be acquainted with himself as a part of the college-teacher-textbook-student relationship. Then, he should be cognizant of his part as a user of the tools of learning, and of the desirable outcomes of that learning: evidence, reasoning, judgments. Finally, he should have relatively lucid concepts of what it means to be an educated person, a citizen and a thinking being.

TEACHING METHODOLOGY

After having sought to resolve these student self-evaluations, the next question to be reviewed is the approach that should be utilized with these students in regard to "subject matter." The overwhelming consensus is that the subject itself should not be "watered down." The omission of essential information, though frequently done with the "good intentions" of simplifying, simply robs a course of its substance, and ultimately exposes glaring lacunae.

Instead, the same essential content should be taught to these students at their own vocabulary level. The terminology employed by the instructor (or the text) is of more concern than the material itself. Assignments should be meaningful in terms of the course objectives, but also in terms of students' requirements, abilities, and even aspirations. Relativity of perspective is more capital in this regard than what is familiarly known as "covering the material." This whole approach implies a great deal of originality, resourcefulness, and, above all, empathy on the instructor's part. Frequently, it is not always a question of the instructor's <u>capacity</u> to transform material to an understandable vocabulary, but rather a question of his <u>willingness</u> to do so. Finally, even if he is willing, this type of "paraphrase" is invariably tedious and challenging, and must

be constantly reviewed for the effect it is making.

PSYCHOLOGICAL OBJECTIVES

The next step is, logically, the psychological objectives of the course material. In projecting the material's potential worth, the instructor should be able to prognosticate certain reasonable assumptions: the student will change, knowledge will change, interests, talents and goals will change. This is part of the dynamism of learning. Nevertheless, in addition, he must be able to explore, direct and evaluate potential in various directions. This should be followed by re-exploration and re-formation. If the instructor is both honest and pragmatic, this whole process will be accompanied by some scepticism concerning his conclusions. Just the same, some degree of commitment must be given if even limited goal-accomplishment is to be expected.

In the instructor's consideration of the criteria for formation of course objectives and lesson plans, he should give students the opportunity to have meaningful experiences revealing answers to pertinent questions. For instance: What is my present situation? Who am I? (What are my roles, responsibilities, skills, capacities, interests, understandings, goals?) How have I changed as a result of the gathering of these data and of my having reacted to them? Will more changes take place? (What is my function in this? Will I take an active part? Why? Or a passive part? Why?) What are the consequences of each of these choices? These are all relevant questions and should be answered as candidly as possible. Avoiding the questions, responding only partially, giving false explanations, "coloring" the answers to suit one's purpose, engaging in "wishful thinking" to circumvent the intent of the question, rationalizing one's interpretations, exaggerating for effect - these are pitfalls that can weaken or mullify the whole interrogating process. Every effort possible should be made to discourage or eliminate these evasions.

The salient methods of instruction to coincide with such a searching procedure of self-description and self-revelation would comprise, among other approaches, the following: (1) group planning; (2) group activities, such as discussion and work projects; (3) diagnostic testing; (4) self-evaluation; and (5) sensitivity experiences.[1] The entire student group's looking ahead on phases of study, class activity and reappraisal is decidedly more creative than an authoritarian "handing down" of course coverage, study units or specific assignments. Discussing and working in purposeful groups to explore and solve prominent areas of study should, with some exceptions, take procedence over individualized study patterns. Diagnostic testing provides an opportunity to the student for critical examination and focuses on his achievement - or lack of achievement. Evaluating one's own progress toward his goals trains the student to be aware of his own general study characteristics, his specific strengths and weaknesses, and his inherent peculiarities - and, at the same time, endows him with a capacity for self-judgment that may help him to initiate and carry through critical work experiences in later life. Finally, sensitivity experiences involve the spontaneous talking-about-things, attitudinal re-education, and interpersonal relations; these tend to crystallize and clarify past experiences in their articulation with present or future.

COUNSELING AND GUIDANCE

Beyond the actual instructional method prospectus, there is also the problem of administrative recommendations. Teachers in this entire program should be given released time for student contact. Further, there should be a counselor

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[1] Not in the clinical or therapy sense of this term.

assigned to the program who is especially trained in the needs and abilities of these students, and who should likewise have time to develop a self-articulated and coordinated program of counseling and guidance that would cross disciplinary lines and deal with general as well as individual problems. There should also be a period of orientation (two weeks suggested) to provide, prior to enrollment in specific classes, for counseling. Moreover, entrance testing should be thoroughly studied, and new examinations should be considered - or broader application of existing ones should be undertaken. (For example, it is probably unrealistic to classify these students on the basis of only the total score on SCAT.) Perhaps a differential analysis of the students who make up the group should be initiated in which all factors on the test would be taken into account. Ultimately, further analysis of the students who make up the group should be made, especially because the members of this committee feel that we know a great deal generally about this type of student, but much too little about him individually.

RESEARCH PAPERS

Two research papers in the area of reading and development were presented at the In-Service sessions:

Eve Jones - The Use of Visual Training and Postural Remediation with Groups of College Students.

Ora Hook - Proposed Reading Program for Los Angeles City College Students Placing in the 10th Percentile or Lower as Measured by the SCAT at Time of Entrance.

Copies of these papers may be obtained from Louis F. Hilleary, Dean of Instruction, Los Angeles City College.

COURSES

The following courses for developmental studies in psychology were considered by the committee:[1]

PSYCHOLOGY 9 Introduction to College - 1 unit

This course is planned to provide the student with information about his college, effective study techniques, and use of the library. The student is given the opportunity to use the Instructional Materials Laboratory.

PSYCHOLOGY 21 Reading Clinic - 3 units

Provides diagnosis and training commensurate with the abilities of the individual student in order to improve vocabulary, comprehension, and study skills both for study type reading and general reading.

PSYCHOLOGY 30 Introduction to Psychology - 3 units

Intensive drill is provided in the mechanics of reading and studying. Standardized tests of abilities, interests and temperament are made the basis of supervised career planning. Learning and remembering, motivation, social adjustment and individual differences are studies with the object of improving the student's readiness to handle college work. Extra-curricular opportunities and services offered by the college are explained.

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1 These courses are offered by one or more of the colleges in the Los Angeles City Junior College District. Copies of outlines and demonstration units of study may be obtained from Louis F. Hilleary, Dean of Instruction, Los Angeles City College

INTERDISCIPLINARY STUDIES COMMITTEE

Jeanne M. Nichols, Assistant Professor, English ..... Harbor College (Chairman)

Rene DeSaix, Associate Professor, Biology ..... LACC

Gerhard Bakker, Associate Professor, Zoology ..... LACC

Paul L. Whalen, Associate Professor, Microbiology ..... LACC

Leon Levitt, Counselor ..... Pierce College

Vance Stine, Associate Professor, Mathematics ..... LACC

Maurine Holwerda, Instructor, Humanities ..... Harbor College

OBJECTIVES

The term "interdisciplanary" was used by the Committee to include not only courses of study specifically designed to bring together two or more disciplines, but also the integration of other subject fields in the fundamental skill courses such as communications and psychology.

The disadvantaged student may lack the knowledge of the fundamental verbal and quantitative skills which would enable him to appreciate and master the regular college courses in general education. However, it is important to provide an opportunity for him to acquire a basic appreciation of the world about him, and the ability to function effectively as a citizen.

This goal may be achieved by the development of special courses and by the integration of general education material into the courses in the fundamentals. The instructor must use the same special techniques which have been presented in the reports by the Communications and Psychology committees.

The courses in general education should be designed to be meaningful to the low-achieving student but not watered down versions of transfer level courses. The emphasis must be on reorganization of the material, the development of methods of presentation, which are effective in the education of disadvantaged youth.

COURSES

The following courses for the culturally disadvantaged student were considered by the Committee.

Art 75 - Introduction to Art - 2 units
A lecture-laboratory art appreciation class designed to promote understanding and interest in the major areas of the visual arts. Problems in design are executed in various art media and are correlated with and supplemented by slide lectures, films, and discussions. Special emphasis is placed upon the discernment of the function of the visual arts in daily living.

Biology 30 - Appreciation of Life Sciences - 2 units
Designed for non-science majors who are interested in a broad survey of the field of Biology. Included in the course are areas in Botany, Microbiology, and Zoology with emphasis placed on topics that will interest and benefit the individual in daily life.

Humanities 30 - The Beginnings of Civilization - 3 units
The purpose of this course is to make a rapid survey of man's cultural development from prehistoric times up to the Resaissance. General information is presented on the arts, literature, and ideas of early civilizations with some emphasis on the culture of Egypt, Sumeria, Greece, and Rome. The course concludes with an examination of man's achievements during the Middle Ages, Renaissance, and Reformation.

Humanities 31 - Man in Contemporary Society - 3 units
This course provides a continuing study of world cultural and social development from the Renaissance to the present day. Its purpose is achieved through a presentation of the art, music, literature, and ideas of the key periods.

Mathematics 29 - The World of Numbers - 3 units
This course explored and develops the fundamental ideas of mathematic, including the history, philosophy, and practical interpretation of mathematical concepts without becoming involved with detailed, technical calculations. It is designed to provide an appreciation and understanding of the role of mathematics in our society.

Social Science 30 - Contemporary Social Forces - 3 units
The emphasis of this course is upon an analytic survey of the economic, political, and social aspects of our society.

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1. These courses are offered by one or more of the colleges in the Los Angeles City Junior College District. Copies of outlines and demonstration units of study may be obtained from Louis F. Hilleary, Dean of Instruction, Los Angeles City College.

CURRICULA

Although all of the courses listed have merit, the students capacity for learning in the time available will limit the number of courses which can be made available in a year of work. The committee recommends the following sequence of courses in a one year program of developmental studies:

ALPHA SEMESTER

A course in Communications

A course in Psychology

A course in Humanities

BETA SEMESTER

Continue work in fundamental skills

Electives in courses providing vocational orientation

Electives in general education

PART III

LOOKING FORWARD

Louis F. Hilleary, Dean of Instruction, Los Angeles City College

The process of education resembles in many respects an iceberg with a small amount of its surface revealed, and the remainder hidden in the sea of the unknown. As we examine the surface we become more aware of the great mass yet to be explored. We cannot expect to roll back the waters of the unknown in the manner of Moses, as we are limited by the realities of our own prejudices and fears.

The recommendations contained in this report are significant steps toward broadening the scope of the open door college. As a greater number of the population look to education as a means of achieving the American dream, we will find an increasing number of students with lack of preparation, cultural and psychological disadvantagement, and physical handicaps. To achieve the ideal of the open door we must continue to explore the following aspects of the problem:

1. The nature of the student

   We allow the student to enroll and attempt to give him an educational experience with little knowledge of how he may differ from the norm. There is a need for improved methods of diagnosis before prescribing a curricular remedy.

2. The content of the curriculum

   Although the committees reviewed existing courses and revised course materials for a program of Developmental Studies, the

traditional course content was largely preserved. If we are to provide a significant educational experience for those students who are from minority group cultures, we must provide an opportunity for them to learn about their own cultural heritage. Units of study in Negro, Latin American, and other minority cultures should be developed that would fit into the courses in the fundamentals, and in general education.

3. The materials and methods

Although significant strides have been made in the development of innovations in methodology, much remains to be accomplished. The concept of the lecture hour presentation has validity in instruction on all levels, however this method is orientated to the traditional college student. The tutorial system, and the use of multimedia materials appear to have significant potential. Additional experimentation and the creation of new materials is required before the effectiveness of these methods can be evaluated.

4. The instructor

The most important factor in the educational process is the instructor. No combination of curriculum, methodology, or student ability levels will result in education without the catalyst provided by the human factor. The training of instructors must be continued to meet the demands for human resources to educate all who enter the open door.

5. The community

The resources of the community are largely still untapped. The culturally disadvantaged student needs to see beyond his depressed

world. This can be accomplished more effectively and economically by making the community part of the process of education.

The Coordinating Council for Higher Education has approved a grant of an additional $46,000 of Federal funds under Title I of the Higher Education Act of 1965 to continue the program of development of human resources of the community through retraining faculty and developing educational programs and experiences for educationally disadvantaged youth. The proposal for this grant was prepared by Mrs. Hope Powell, Dean of Students, Los Angeles City College and is based upon the outcome of the activities during the 1966-67 year.

A summer pilot program will be held at Los Angeles City College in 1967. Class sections will be held for 150 students divided into the following three groups:

Group I

Fifty culturally disadvantaged students whose high school scholarship records indicate a poor prognosis for college, and who have not indicated an intent to continue their education beyond high school.

Group II

Fifty students from bilingual homes whose high school scholarship records indicate a poor prognosis for success in college and who have not indicated an intent to continue their education beyond high school.

Group III

Fifty students who entered one of the colleges in the district during the 1966-67 year in good standing but who did not maintain satisfactory grade average and thus was or would be forced to

interrupt their education.

These students will be enrolled in two of the following course offerings which are based upon the recommendations of the in-service training session curriculum committees:

The World of Words -- Communications 20

Language and communications skills will be developed in this course through reading, speaking, writing, and vocabulary study

The World of the Individual -- Psychology 30

In this course the student will be provided an opportunity to develop an understanding of himself and to establish career goals.

Man and Contemporary Society -- Humanities 30

In this course a study will be made of the systems people have for living together, the effect of the mass on the individual, and the influence on man of art, music, literature, and ideas, and the changes taking place in our culture.

Six faculty members will be selected from the colleges in the district. In addition, other faculty members will be invited to act as observers and take part in in-service sessions.

Teacher assistants and tutors will be employed to assist in the instructional program on a ratio of 1 assistant to 5 students.

A program of attendance at cultural events will be planned, and field trips in the community will be scheduled. In addition, an intensive program of testing and diagnosis will be a part of the summer project.